

UNIVERSITY OF ALBERTA LIBRARY



0 0001 8628 602

HANDBOOK FOR UNIT PLANNERS

A project in support of the 1978 ALBERTA SOCIAL STUDIES
CURRICULUM (Interim Edition)



LB
1584.5
C2
S67
1979
[gr.1-12
hdbk.]
C. 5

CURR

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



HANDBOOK FOR UNIT PLANNERS

ERRATA

1. The circled page references on pages 3 and 4 are incorrect, Pages 3 and 4 should be replaced by the attached corrected version.

2. The sentence in the bottom right hand corner of page 13 should read:

"Families in rural communities have more children than those in urban areas."

3. On page 20, under CONTENT WHICH MAY NOT BE KNOWN TO CHILDREN, the third point should read:

"How have our views of pets changed as we've grown older? . . ."

4. The final point under "Social-Psychology" on page 23 should read:

"Why do Quebecers (or Québécois) feel inferior?

At the top of page 24 the first sentence should read:

"Why did we use this method for making a judgement?"

6. The second paragraph, right hand side, of page 25 should be in metric units, as follows:

"Indications are, for example, that the quantitative concepts such as long ago, tonnes, hectares and kilometres may mean very . . ."

The first paragraph on page 28 should read:

"Perhaps no task weighs so heavily on unit planners as that of ensuring that the unit content is valid."

The second sentence, first paragraph, on page 33 should read:

"From field methods in geography to the community action required in socially and politically oriented programs, there has been recognition that exclusively classroom-based instruction may place limitations on learners."

Page 40, the QUESTION TYPES chart should be corrected as follows:

Recalling Data	Question or instruction cues the student . . .
-------------------	--

Processing Data	Question or direction cues the student . . .
--------------------	--

**HANDBOOK
FOR
UNIT
PLANNERS**

**D. Massey
University of Alberta**

LIBRARY
UNIVERSITY OF ALBERTA

TABLE OF CONTENTS

I.	PREFACE	1
II.	INTRODUCTION	2
III.	FOCUS QUESTIONS	3
IV.	SELECTING A FRAMEWORK	
	A. Types of Units	5
	B. Unit Formats	5
	C. Issues	10
V.	SETTING OBJECTIVES	
	A. Knowledge Objectives	13
	B. Skill Objectives	14
	C. Value Objectives	16
VI.	CHOOSING CONTENT	
	A. Content Samples	18
	B. Current Affairs	19
	C. New Content	20
VII.	CHECKING RESOURCES	
	A. Multiple Viewpoints	22
	B. Stereotyping	24
	C. Readability	25

VIII.	OBTAINING RESOURCES	
	A. Content Validity	28
	B. Availability of Resources	28
	C. Variety of Resources	29
	D. Original Data	31
IX.	TEACHING/LEARNING STRATEGIES	
	A. Community Experiences	33
	B. Instructional Sequences	34
	C. Questioning	39
	D. Student Planning	40
	E. Research Methods	41
X.	EVALUATING PROGRESS	42
XI.	VIEW OF REALITY	44
XII.	PLANNER'S EVALUATION	45
XIII.	FOOTNOTES	47
XIV.	REFERENCES	49
XV.	APPENDIX	52

I. PREFACE

This handbook is intended as a guide to teachers and others who, alone or in groups, are engaged in middle-range planning for the teaching of Alberta's 1978 social studies curriculum. The units which result from this planning will fit as part of the total year's planning and will facilitate day to day lesson planning. The handbook is appropriate for use in grades one to twelve.

The Curriculum Branch of Alberta Education acknowledges with thanks the efforts put forth by Dr. Don Massey in preparing this handbook. We join Dr. Massey in hoping that ideas outlined in these pages will help teachers to improve the quality of learning experiences they make available to school children.

Thanks are also extended to Mr. Bob Carter, Social Studies Consultant in the Lethbridge Regional Office of Alberta Education, who did an excellent job as managing editor of this project.

EDITING: Lisa McCardle
TYPING: Lise Desaulniers
LETRASET: Kim Blevins

II. INTRODUCTION

The 1978 Alberta Education social studies curriculum guides provide a framework of topics, issues, concepts and skills for each grade level. This handbook is designed to help teachers develop elements of these frameworks into units for classroom use. Unit planning has been an integral part of social studies program planning in Alberta since the 1930's. Its purpose is:

...to limit the range of a topic and hence to permit a thoroughgoing cooperative inquiry by the teacher and the children, to enable children to acquire factual control, and to develop well-grounded answers to significant questions. In addition...to facilitate the practice of democracy in the classroom and to give every child some responsibility for decision making and planning his own education.¹

Once engaged in creating units with and for children, teachers find themselves involved in an on-going process. The news of the moment, a new inspiration, changing interests of individuals, all help create a dynamic planning experience as units are refined and modified. The never ending challenge to engage in richer social studies learning experiences is what makes unit teaching a powerful experience.

However, it is recognized that designing units of high quality poses a number of problems for teachers. First, many teachers have backgrounds and expertise in areas other than the social sciences. Second, program materials may contain conflicting ideas reflecting the general lack of consensus within the field of social studies as

to definitions, goals, and appropriate content. Third, given the lack of, or often inconclusive research findings related to social studies instruction, practitioners must often rely upon the conventional wisdom that pervades the field.

The questions and explanations in this guide should help those faced with such difficulties to prepare units that reflect the present orientation of the Alberta social studies program.

III. FOCUS QUESTIONS

The following checklist is designed to help teachers and others involved in developing units for the 1978 Alberta social studies program to reflect critically upon what they are doing or have done. Questions are posed to help planners clarify issues and make decisions prior to, during, and following unit development. The legitimacy and relevancy of the questions raised ultimately rests with the planners themselves.

Information related to each question will be found by referring to the page indicated in the circle beside the question.

Selecting a Framework

1. Has the type of unit being developed been identified? ✓ (5)
2. Has the unit format been selected? (5)
3. Has an issue/topic appropriate for the intended grade level been chosen? ✓ (10)

Setting Objectives/Resources

4. Have the knowledge objectives been stated in terms of concepts and generalizations. (13)
5. Have specific inquiry and participation skills been stated? (14)
6. Have the value objectives been stated and justified? (16)

Choosing Content

7. Has content been included which:
 - (a) allows for the development of each objective? (18)
 - (b) relates directly to the topic?
 - (c) is significant in terms of the issue/topic?
 - (d) develops one or more of the objectives?
8. Is the study of current affairs included in the unit? (19)
9. Is the content new to students? (20)

Checking Content

10. Are multiple viewpoints on the issue/topic examined? (22)
11. Has stereotyping on the basis of sex, religion, ethnic origin, or race been avoided? (24)
12. Is the readability of the content appropriate for the intended grade level? (25)
13. Has the accuracy and validity of the content been checked? (28)

Obtaining Resources

14. Are the needed materials readily available? (28)

15. Are a variety of resource materials used? (29)
16. Have originals or facsimiles of original documents been used? (31)

Teaching/Learning Strategies

17. Have suggestions for student learning through community experiences been included? (33)
18. Have specific teaching strategies been used? (34)
19. Have a variety of questions at different difficulty levels been included? (39)
20. Have strategies which will involve students in planning the unit been included? (40)
21. Have methods used by scholars in various disciplines been used? (41)

Evaluating Progress

22. Has provision been made for individual and group evaluation? (42)
23. Have strategies been included to help students examine assumptions in the unit? (44)

IV. SELECTING A FRAMEWORK

A. TYPES OF UNITS

In preparing specific unit plans for their classes, teachers have generally drawn upon three types of units for assistance. These three unit types have different characteristics as shown in Figure 1.

An examination of Figure 1 and the two units given in Appendix A, indicates that teachers should consider carefully the type of unit they will plan. In general, planning a teaching unit requires more time, energy and consultation than planning a resource unit.

The teaching units which have been developed and distributed by Alberta Education are a combination of sample units and teaching units. They are intended to exemplify the 1978 Alberta social studies program, and to provide a specific plan which can be used for teaching particular topics in the social studies program.

B. UNIT FORMATS

The choice of a format is an important act in preparing a unit plan. In many cases the format used is chosen in order that learners may become familiar with a particular approach to problem solving or issue resolution.

Unit formats vary from highly structured and sequenced developmental patterns to looser and less prescriptive presentations. The choice of a framework may be made with a planned notion of introducing learners to a variety of formats in a particular grade or group of grades. This is

often done when the aim is to help learners become aware that the manner in which we pursue knowledge can in turn shape our knowledge.

In choosing a particular format we may convey certain messages to learners. For example, it may imply that problems are solvable if only we can find the correct model to apply. Over-reliance on one model may suggest to learners that there is one best way in which to approach problems or issues.

Examples of formats

1. An inquiry process which could serve as the basis for a unit format is outlined on pages 14 and 15 of the Alberta curriculum guide for social studies. Elements of the format are given below. A Grade Two unit outline based on this framework is found in the Appendix.
 - A. Identify and Focus on the Issue
 - B. Establish Research Questions and Procedures
 - C. Gather and Organize Data
 - D. Analyze and Evaluate Data
 - E. Synthesize Data
 - F. Resolve the Issue
 - G. Apply the Decision
 - H. Evaluate the Decision, the Process, and (where pertinent) the Action

Figure 1

Three Unit Types

	<u>SAMPLE UNITS</u>	<u>RESOURCE UNITS</u>	<u>TEACHING UNITS</u>
PURPOSE:	To exemplify a particular social studies program.	To provide teachers with a compendium of ideas related to a specific topic/issue.	A specific plan for teaching a particular topic/issue.
	To show how the ideas in a social studies program may be translated into practice.	To serve as a possible source of ideas for teachers involved in planning their own units.	To serve with adaptations, as the plan for a particular class.
SCOPE:	Selected units are developed. e.g. One for each grade level.	Selected units, units for special occasions such as Centennial Units, or a complete set of units for each level of a program.	Selected units for special occasions such as the Commonwealth Games or a complete set of units for each level of a program.
SOURCE:	Usually appear in curriculum guides or promotional materials from commercial firms.	Usually developed as a cooperative activity by groups of teachers.	Developed by school systems, commercial or governmental agencies.
STRUCTURE:	Highly structured to exemplify particular practice.	Random or loosely structured collection of learning activities and materials.	Highly structured with sequenced learning activities.

2. A highly structured unit format has been proposed by Goldmark:²

Problem

I. Understanding the Problem

A. Building the background

B. Identifying alternatives

C. Analyzing alternatives

II. Identifying Criteria

III. Identifying Values

IV. Inquiry into Inquiry

(A unit outline employing this framework is found on pages 22, 23 and 24 of this handbook [Quebec: Province or Country].)

3. A looser structure is proposed by Banks:³

1. Unit topic

2. Key concepts and generalizations
List of subideas (subgeneralizations)

3. Unit objectives (should relate directly to key concepts and generalizations)

4. Initiation phase of unit (should stimulate interest and curiosity)

5. Developmental phase of unit
Subideas and activities

6. Evaluation activities

7. Culminating activities (should summarize major ideas of unit)

8. Resources bibliography

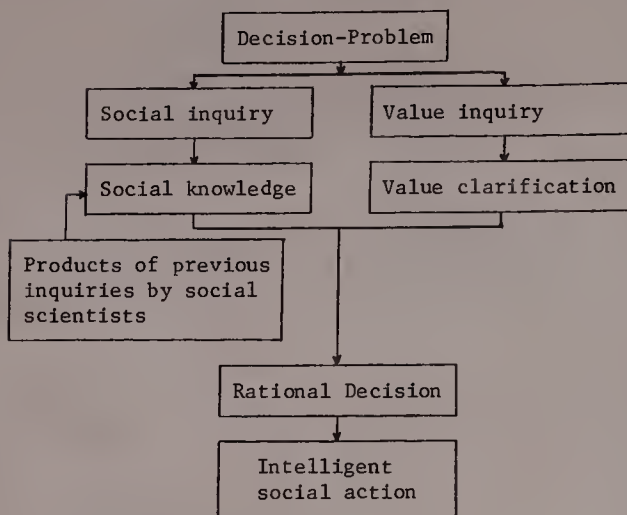
4. The unit format used by developers of the Kanata Kits which form part of the Alberta Heritage Learning Resources Project is also exemplified in Appendix I. The Kanata Kits format is as follows:

UNIT FORMAT AND PROCESS

UNIT FORMAT	PROCESS OF INQUIRY
<p>I. <u>Introductory Notes</u></p> <ul style="list-style-type: none"> (a) list of kit contents (b) notes for teacher (c) master chart of objectives (as defined in social studies curriculum) <ul style="list-style-type: none"> - valuing - knowledge - skills (d) unit flow chart (e) outline overall evaluation (f) list resources or references (g) letter to parents (if required) <p>II. <u>Opener</u></p> <ul style="list-style-type: none"> (a) awareness (b) focus on major issue <p>III. <u>Research</u></p> <p>Overview</p> <p>List specific objectives for each theme/topic</p> <ul style="list-style-type: none"> - valuing - knowledge - skills <p>Teaching/Learning activities (intention, materials, procedure, follow-up or evaluation)</p>	<p>I. <u>Awareness</u></p> <p>II. <u>Focus on Major Issue</u></p> <ul style="list-style-type: none"> (a) identifying issue (b) develop research questions or hypotheses <p>III. <u>Research</u></p> <ul style="list-style-type: none"> (a) assemble evidence (b) evaluate evidence

UNIT FORMAT	PROCESS OF INQUIRY
<p>IV. <u>Conclusion</u></p> <p>(a) resolving issue</p> <p>Overview Decision-making strategies (intention, objectives, materials, procedure, follow-up or evaluation)</p> <p>(b) applying decision</p> <p>Overview Action strategies (intention, objectives, materials, procedure, follow-up or evaluation)</p> <p>V. <u>Final Evaluation</u></p> <p>VI. <u>Appendices</u></p>	<p>IV. <u>Resolving Issue</u></p> <p>(a) refocus on issue (b) decision</p> <p>V. <u>Applying Decision</u></p> <p>(a) action (b) evaluate process</p>

5. A number of authors have proposed general inquiry models which may also serve as the format for a particular unit or set of units. Banks⁴ suggests the following:



6. Cassidy and Kurfman⁵ warn of the complexity that may be masked in linear models such as the one they have proposed:

STAGES IN THE DECISION-MAKING PROCESS

Identify Decision Occasions and Alternatives

- (a) define the decision to be made

- (b) implement the plan of action
(c) assess the results of action
(d) consider recycling the process

An examination of teaching unit formats indicates that the format itself when based on a particular model may serve as a powerful teaching tool. With this in mind teachers will want to have a clear notion of the strengths and weaknesses of the formats they select.

C. ISSUES

For each topic in the 1978 Alberta social studies program, a general value issue has been identified to guide teachers in unit planning. From this general value issue, two or three specific social issues have been derived for each curricular topic to serve as a focus of study by students. Teachers are encouraged to modify these social issues to meet the needs of their students. In making such modifications, teachers should keep in mind that social issues should:

1. be of concern to the individual
2. have a variety of alternative solutions
3. be significant for many lives
4. affect large areas of life
5. be open to control

6. be recurring as opposed to transient problems
7. not bring children into serious conflict with the community
8. allow for students to participate or to opt out of participation
9. consider the age and experience of the learners
10. provide the focus for units for which adequate materials at the children's level are available
11. provide a balance in topic areas over the child's K-12 experience
12. avoid overlap in the other grade levels⁶

Finding social issues that will fit each of the above criteria will not always be possible. In some cases the nature of the topic constrains the issues that can be legitimately explored. The list below offers one example of an acceptable modification to a social issue for each of the Alberta social studies program topics.

<u>Topic</u>	<u>Unit Titles</u>
<u>Grade One</u>	
Topic A	FRIENDS: Who should they be?
Topic B	ALLOWANCE: Should I have one?
Topic C	FAMILY FUN: What should we do?

Grade Two

Topic A	NEIGHBOURHOOD RULES: Do we need them?
Topic B	NEIGHBOURS: How should we treat them?
Topic C	NEIGHBOURHOOD PLANS: Which are best?

Grade Three

Topic A	COMMUNITIES: Should we help each other?
Topic B	COMMUNITIES: How good were the "Good Old Days"?
Topic C	SPECIAL COMMUNITIES: Are they needed?

Grade Four

Topic A	RESOURCES: How should they be used?
Topic B	ALBERTANS: Should we work harder?
Topic C	ALBERTA: Should we share resources?

Grade Five

Topic A	NEWCOMERS: How should we treat them?
Topic B	CANADIANS: Should we help each other?
Topic C	CANADIANS: Should we borrow ideas?

Grade Six

- Topic A PEOPLE IN THE PAST: What can we learn?
- Topic B THE ORIENT: Should we follow their lead?
- Topic C GOVERNMENTS: What should they do?

Grade Seven

- Topic A OUR CULTURE: Should it change?
- Topic B OTHER CULTURES: Should they change?
- Topic C CANADA: One nation or many?

Grade Eight

- Topic A CANADIANS: What are our obligations?
- Topic B CANADIANS: What are our rights?
- Topic C FOREIGN AID: What are our obligations?

Grade Nine

- Topic A TECHNOLOGY: Blessing or burden?
- Topic B MEDIA: Should it be censored?
- Topic C PROGRESS: Is bigger better?

Grade Ten

- Topic A CANADIAN CITIZENS: What rights? What obligations?
- Topic B CANADA: One country or many?
- Topic C WORLD ORGANIZATIONS: Should we join them?

Grade Eleven

- Topic A CHANGE: Which ways are best?
- Topic B WORLD PROBLEMS: Who should help?

Grade Twelve

- Topic A CITIZENS: What are their obligations?
- Topic B WORLD GOVERNMENT: Should there be one?

V. SETTING OBJECTIVES

A. KNOWLEDGE OBJECTIVES

There has been a consistent trend in social studies toward the selection of concepts, generalizations, and theories to serve as the knowledge base of most programs. The theory is based upon the following assumptions:

1. Subject matter specialists can identify the basic knowledge in their area.
2. Concepts, generalizations and theories are more durable than facts. ✓
3. Concepts and generalizations may be used as tools to discover new knowledge. ✓
4. Concepts, generalizations and theories help learners organize, remember and use facts. ✓ more effectively.

Whether such a theory is an actual reflection of reality has yet to be proven. Such a theory does however, provide a systematic framework for arranging unit content.

An overview of the thirteen organizing concepts for the 1978 Alberta social studies program is found on pages 12 and 13 of the curriculum guide. Each of these thirteen organizing concepts is repeated for at least one topic at each division level. A full understanding of these high level abstractions is to be developed over the years. Teaching in a unit should be directed to the understanding of the generalizations and more specific content subsumed by the organizing concepts. Two examples are given below:

Grade Two - Topic B - Canadian Communities Today

Organizing Concept: ENVIRONMENT

✓ Generalization (1): All neighbourhoods have rules
(Big Ideas)

✓ Concepts: Neighbourhood rules

Generalization (2): People in some neighbourhoods have more room

Concepts: Neighbourhood room (space)

Facts:

Farm Neighbourhoods City Neighbourhoods

Speed limit is 90 k.p.h. Speed limit is 50 k.p.h.

People pay taxes People pay taxes
People pay taxes There are traffic jams
People pay to park
downtown

Grade Eleven - Topic B - Case Studies of Contemporary Societies

Organizing Concept: HUMAN NEEDS

Generalization (1): Increased population may aggravate social problems

Concepts: Population social problems

Generalization (2): Families in rural communities have more children than those in urban areas.

Concepts: Rural/urban

Facts:

Number of children per 1,000 women

Cities over 3 million	2,228
Cities of 1 to 3 million	2,367
Cities of 250,000 to 1 million	2,410
Cities of less than 250,000	2,619
Small cities of over 25,000	2,899
Towns of 25,000 or less	2,899
Rural population - non-farm	3,069
Rural population - farm	3,910

Once a unit title and issue have been selected the following questions should be asked:

1. What are students expected to know at the completion of this unit?
2. Which of the concepts and generalizations best fit this topic?
3. How can these generalizations be re-worded for use with students?

B. SKILL OBJECTIVES

At least five principles seem to guide the development of social studies skills:

1. Skills should be taught functionally in the context of a unit.
2. The program of instruction should be flexible enough to allow skills to be taught as they are needed by learners.
3. The learner must understand the purpose of acquiring the skill and recognize its utility.
4. Skill development is most effective when there is systematic and continuous application of skills.
5. Skill instruction should be presented at increasing levels of difficulty across the grades.

What skills are to be developed now?
The 1978 Alberta social studies program identifies specific skills which are to be developed at each grade level based on these principles. These skills are linked to the components of the suggested inquiry model used as the base of the program.

In addition to the skills listed in the guide, teachers will find the following lists present alternate frameworks for arranging skills. These lists may be useful as the need to expand or modify the skill objectives for a particular unit arises.

I. ACADEMIC SKILLS

A. ✓ Data Gathering

- ✓ Observing
- ✓ Interviewing
- ✓ Reading
- ✓ Recalling
- Experimenting
- ✓ Discussing
- Surveying

B. ✓ Data Organizing

- Outlining
- Classifying
- Mapping
- Gaming
- Graphing
- Charting
- Diagramming
- Defining

- ✓ Reporting
- ✓ Essay Writing

C. Data Application

- ✓ Questioning
- Describing
- Predicting
- Hypothesizing

Inventing

Judging

Testing

II. SOCIAL ACTION SKILLS

A. Skills that help keep a group together

Communicate effectively with others

Identify shared beliefs

Develop group symbols

Communicate with sub-groups

Identify group goals

Justify group goals

Work with like-minded groups

B. ✓ Skills that help a group maintain a common goal

Design group symbols

Recruit group members

Socialize new members

Broaden support base

Build coalitions

Develop leadership

Design a program, project, campaign

Minimize the differences between members

Create distinctions between members and non-members

Design projects for the membership

Create common perspectives

Diagnose target groups

Provide means for members to act

Utilize persuasion and power

III. THINKING SKILLS

Concept attainment

Concept development

Hypothesizing

Generalizing

Analyzing values

Values

Characteristics

Examples

- Few in number

- Justice

- Very difficult to change

Attitudes

- Individuals may have hundreds

- That the more schooling individuals have the better off they will be

Beliefs

- Individuals may have thousands

- That policemen are tyrants

- May change quickly

This hierarchy would seem to suggest that in planning units teachers:

1. Choose carefully the competing values that will be explored in a unit.
2. Be realistic in setting objectives that attempt to develop or change attitudes.
3. Treat objectives related to values in depth.

Teachers will find that the 1978 social studies curriculum guides make three major demands of students in this area:

1. They are to know what particular values mean.

Few topics have provoked as much discussion in the past few years as has the issue of values and the role of values in social studies programs. In part, the battle has raged among those who believe schools should foster a particular set of values, those who believe public schools should not adhere to any set of values, and those who believe schools should encourage learners to examine and discover their own values.

To obscure the issue even further, there appears to be confusion as to what exactly constitutes a value. Some distinctions that unit planners may find useful are shown below.⁷

2. They are to acquire a particular set of positive attitudes.
3. They are to be able to analyze value positions and choose between competing values.

To assist unit planners the program guide provides a suggestion for unit objectives for each of the topics listed in each of these three categories.

Examples:

- Learning About Values (substantive) ✓

Children will clarify personal interpretations of the meaning of respect for community workers.

Students will describe examples of loyalty to Canada that they or others have experienced.

- Learning Attitudes ✓

Children will talk positively about school experiences.

Students will find enjoyment in activities based on co-operation.

- Analyzing Values

Students will identify similarities and differences among the value of life in a primitive society and Canadian society, and choose between the positions. For example, some primitive nomadic tribes abandon children who are weak or sickly while our society seeks to nurture such children.

Students will identify the competing values in an issue such as 'How much freedom should a society allow individuals?' and decide on a position about the proper balance between individual freedom and social control.

VI. CHOOSING CONTENT

A. CONTENT SAMPLES

Selecting content for inclusion in a unit is an important task. Whether objectives will be met, whether learners will spend their time on the best available materials, whether youngsters will be challenged, whether the unit will have a unified approach to a problem, are all dependent upon this act. To assist with the selection of content the following questions are posed:⁸

1. Is the content sample the most up-to-date available?
- ✓ 2. Does the content have wide application?
3. Is the content consistent with today's realities?
- ✓ 4. Is the content related to the needs, interests, and ability level of learners?
- ✓ 5. Can the content be handled by learners?
- ✓ 6. Does the content promote depth of understanding?
- ✓ 7. Does the content present opportunities to apply learnings in new situations?

The following illustrates how the content selected may be consistent with the above principles and develop concepts and generalizations from the 1978 social studies program.

Grade Two - Topic B - Canadian Communities Today

Possible Unit Title: Neighbours: How should we treat them?

Organizing Concept: Environment

Generalization: The way we treat other people has been learned from our friends, parents, teachers and people in the community.

Concepts: Learned, community

Content Samples:

A. Books

Read 27 *Cats Next Door* by Anita MacRae
Stories from basal readers. e.g. "Old Barnaby" in *Just For Me*, Gage, 1965

B. Television

View the following programs:
The Beachcombers
Sesame Street
Little House on the Prairies

C. Interviews

Conduct a parent survey
Conduct a neighbour survey

D. Community

Attend a community league meeting
Attend a scout/guide meeting

E. Reports

Read the newspaper reports of neighbourhood activities

F. Personal Records

Develop experience charts based on children's own knowledge of:
NEIGHBOURS WHO TREAT ME WELL
NEIGHBOURS WHO TREAT ME BADLY

G. Games

Play *Neighbourhood Game* by Abt Associates

H. Radio

Analyze news reports, e.g. Stories about neighbours in conflict and neighbours cooperating.

I. Filmstrips

View:
Sharing With Neighbours, Encyclopedia Britannica
People Are the Best Gifts, Artemis Films

B. CURRENT AFFAIRS

Close scrutiny of surveys which have been used to condemn social studies courses across the country indicates that students would probably have answered most of the questions if they had listened to a daily newscast on a regular basis. Much of the information in social studies for which some members of the public hold the schools accountable would seem to come from the current affairs segment of the social studies program.

Traditionally, teachers have integrated current news events into the unit under study. The local newspaper has usually provided a major source of such information.

...We were amazed at how much we found merely in routine stories about everyday life: students travelling; churches involved in world projects; farm products going abroad; corporations reporting the opening of contacts in China and the U.S.S.R.; ...in government in international projects; refugees arriving and settling; entertainers, speakers and visitors from other countries; scientific research of worldwide significance; the local impact of OPEC supply; overseas trade missions; etc. Our problem turned out to be when to stop clipping.⁹

The following techniques have been used to ensure a systematic monitoring of unit related news:

1. Assign a group of students to monitor the media for news items.

2. Set aside a bulletin board area for unit related items.
3. Select a theme such as "The Sellers" and have students bring in unit related news which attempts to sell a particular viewpoint.
4. Incorporate a series of formal lessons into the unit to assist students in critically analyzing media news stories. e.g. Mass persuasion strategies such as testimonials, card stacking, bandwagoning, and name calling.
5. Use *NewsLab*, a kit published by General Publishing to analyze the daily newspaper.
6. High schools may subscribe to *Canada and the World* published by McLean-Hunter.
7. Subscriptions to one or more Canadian newspapers might be considered.
8. Plan an intensive mini-unit for news events of special significance, e.g. an election.
9. Listen with students in the classroom to a daily national newscast.

C. NEW CONTENT

Studies have concluded that students often know approximately 20% of social studies unit content prior to the unit beginning. It would seem from these studies that in many units there is the possibility of a built-in source of boredom for learners. This is particularly true of units

which explore environments and topics already familiar to youngsters.

The solution to the problem seems to be to examine critically the content samples selected. The following example of a primary grade unit on PETS indicates how new content might be explored under a traditional unit title.

CONTENT WHICH MAY BE
REDUNDANT FOR CHILDREN

CONTENT WHICH MAY NOT
BE KNOWN TO CHILDREN

Topic: Pets

Pets: Should I Own One?

What is a pet?

What conflicts may occur between pet owners and neighbours? apartment owners? the police?

What pets do we have?

What power do pet owners have over parents? neighbours?

How do we take care of our pets?

How have our views of pets changed as we've grown older since our grandparents were children? as we move to different countries?

What do our pets eat?

What is important to people who own pets? to groups who protect pets? to people who pass laws to protect pets?

How do we have fun
with our pets?

What changes do pets
bring about in our homes?
our neighbourhoods? our
cities?

Fortunately, the nature of the 1978 social studies
program is such that the possibility of learners
studying already familiar content is considerably
reduced. The focus on issues tends to make each
unit's content unique. ✓

VII. CHECKING RESOURCES

The prescribed resources identified by Alberta Education and listed in the School Book Branch catalogue have been subjected to a rigorous assessment using an authoritative set of criteria. However, since teachers are expected to utilize many additional resources, the following guidelines have been provided to assist them in selecting appropriate material.

A. MULTIPLE VIEWPOINTS

Providing disparate or conflicting views of social concerns or issues is an obligation which teachers fulfill in order to avoid being accused of indoctrinating students with a particular perspective. Understanding that all people, even within our own culture, attach different meanings to words, concepts, and ultimately social events is an essential first step in the exploration of viewpoints. For example, the term "case" means something quite different to a lawyer, a medical doctor, a grammar teacher, a carpenter, a printer, a luggage salesman, a detective, a museum curator, and a food packer. Given the differences in interpretation it would seem imperative that great care be taken to make explicit the views held by other sub-cultural or cultural groups that are being studied.

The 1978 Alberta social studies program provides opportunities for systematically exploring varying points of view under section D of the inquiry model which forms the base of the program. Another format is shown below. Applied to the grade ten topic of Canadian Unity it builds into the unit instructional sequences which make the exploration of multiple viewpoints an integral part of each unit.¹⁰

Grade Ten

Topic B - Canadian Unity

Unit Title: QUEBEC: Province or Country

I. UNDERSTANDING THE PROBLEM

A. Building Background: (Examples of questions)

History:

- When did the French arrive in Canada?
- Why did they come?
- Why was New France settled?
- How did they conflict with the British?

Geography:

- Why did the French settle in Quebec?
- What physical features influenced settlement?
- How did the climate affect early settlement?
- What are boundaries? How are they established?
- What natural resources would Canada lose? Quebec?

Economics:

- What would be the effect on Canada's economy?
- What would be the effect on Quebec's economy?

Political Science:

- What nationalistic pressure groups are operating in Quebec? in Canada?
- How has Quebec been governed?

- What form of government would be considered for Quebec?
- How would the United States view such a move?
- What laws protect the rights of French-Canadians?

Sociology:

- What different ethnic groups are there in Canada? in Quebec?
- What attitudes do these groups hold towards Canada as a nation?
- What social classes are found in Quebec? in other Canadian provinces?

Social-Psychology:

- What attitudes towards French Canada are found in other parts of Canada?
- What is the French attitude towards minority groups in Quebec?
- How does prejudice develop?
- How do attitudes develop?
- What is nationalism?
- Why do Quebecers (or Québécois) feel inferior?

B. Identifying Alternatives:

Yes, Quebec should become independent of Canada.

No, Quebec should not become independent of Canada.

C. Analyzing Alternatives:

If "yes" then....

If "no" then....

What might be the economic, political, social, and physical effects on Quebec? on the other provinces? What are the means-ends methods of each alternative?

II. IDENTIFYING CRITERIA

If "yes", why?

If "no", why?

What reasons would you give for either choice if you were an economist, politician, sociologist, or geographer?

III. IDENTIFYING VALUES

What major values are held by those who answer "yes"? by those who answer "no"?

What is assumed by those who answer "yes"? by those who answer "no"?

Are there alternative assumptions we could pose?

Are there alternative hypotheses that we could abduct from these new assumptions?

IV. INQUIRING INTO INQUIRY

A. What did we do? How did we do it?

Examination of discoveries used (categories, language, methods, conclusions).

B. Why did we use this method for making a judgment?

What other methods could we have used?

What were our criteria for using inquiry?

What were we valuing?

What were we assuming?

B. STEREOTYPING

The Department of Education Advisory Committee on Sex Discrimination in British Columbia has offered the following guidelines for social studies textbooks.¹¹

1. Do historical events omit reference to women's participation in those events?
2. Are the contributions of women dealt with?
3. Are the roles which women played in the economic life of Canadian history acknowledged?
4. Are the men glorified unrealistically with no mention of their fears and weaknesses?
5. Do history books include a section on the Women's Suffrage Movement?
6. Do history books treat the Women's Suffrage Movement with serious political, economic and social implications?
7. Are working women depicted as deviant?

8. Is the language masculine? e.g. "Men headed west by the thousands."

9. Is the content limited to dealing with only features and events in which males played a prominent role?

10. Are women referred to according to their individual identity or by terms such as wife, daughter, mother, etc.?

In Nova Scotia, the Human Rights Commission¹² included the following rating scale in Textbook Analysis:

OVERALL EVALUATION CHART (Nova Scotia, 1974)	
A. If book is written in an acceptable manner, add one (1) point.	
B. Does text meet the basic philosophy of our democratic society? If so, add two (2) points.	
C. 1. Material is integrated into the fabric of the book. 2. Facts are left out that would show a subject in a different light. 3. Stereotypes of a racial or ethnic nature are found.	If all can be answered favourably, add 1 point.

D. What contributions does the book present in regard to minorities? none - 0 pts. some - 1 pt. many - 2 pts.		
E. Misleading	Completely false	Valid Content
F. Obsolete	Good but needs to be updated	Attuned to current times

Total Value

Both lists serve to remind unit developers of their obligations to portray minorities and other visible groups accurately in textbooks and other teaching materials.

C. READABILITY

The problem of readability has long plagued planners of social studies programs. It has presented hardships in particular for those selecting content for primary and intermediate grade children. The solution for some teachers has been to select written content samples which seem roughly appropriate for the intended age level and then to offer the learner suggestions for dealing with difficult terminology found in such passages. Others have carefully sought,

through the use of readability formulas, to control the reading level of materials, while still others have become involved in the time-consuming task of rewriting passages into language more appropriate to the intended grade level.

Research would seem to leave no doubt that unit planners must be very concerned with the type of reading materials suggested in units for learners. Indications are, for example, that the quantitative concepts such as long ago, tonnes, hectares and kilometres may mean very little to most children as they encounter these terms in social studies materials.

Difficult as it is, the problem eventually must be resolved by teachers. There would seem to be some general guidelines that have proven useful in selecting content samples. These include:

1. The majority of content samples should be easily read by children at the grade level for which the unit is planned.
2. There should be a range of reading levels, from easy to difficult, in each unit of study.
3. A variety of reading materials such as textbooks, almanacs, atlases, directories, yearbooks, pamphlets, magazines, minutes of meetings, encyclopedias, and daily newspapers should be included in units.
4. That, when other criteria are not available, or when there is doubt over the appropriateness of particular content selections, a readability formula such as that given by Fry be applied to gain an indication of the reading level of materials.¹³

Graph for estimating readability

Short words

Long words

Average number of sentences per 100 words

Short sentences

Long sentences



DIRECTIONS FOR USING THE READABILITY GRAPH

1. Select three one-hundred-word passages from near the beginning, middle, and end of a book or article. Skip all proper nouns.
2. Count the total number of sentences in each passage (estimating to the nearest tenth of a sentence). Average these three numbers.
3. Count the total number of syllables in each hundred-word passage. There is a syllable for each vowel sound. For example:

cat is a 1 syllable word

blackbird is a 2 syllable word

continental is a 4 syllable word

Don't be fooled by word size. For example:

polio is a 3 syllable word

through is a 1 syllable word

Endings such as y, ed, el or le usually make a syllable. It may be convenient to count every syllable over one in each word and then add 100. Average the number of syllables for the three passages.

4. Plot on the graph the average number of sentences per hundred words (vertical axis) and the average number of syllables per hundred words (horizontal axis). Most plot points fall near the heavy curved line.

Perpendicular lines mark off approximate grade level areas. Example:

	Sentences per 100 words	Syllables per 100 words
Passage #1	9.1	122
Passage #2	8.5	140
Passage #3	<u>7.0</u>	<u>129</u>
	3) <u>24.6</u>	3) <u>391</u>
Average	8.2	130

Plotting 8.2 and 130 on the graph indicates that the book is about fifth grade in difficulty.

5. This score is probably accurate within a grade level.

VIII. OBTAINING RESOURCES

A. CONTENT VALIDITY

Perhaps no task weighs so heavily on unit planners as that of ensuring that the unit content is valid. Are the views of other individuals and groups in other times and places accurate? Are issues being fairly presented? Is the best material available being included? How can the accuracy of statements be verified? These and similar questions have no easy answers.

Social studies units often raise questions in two major areas:

1. What are the views of individuals today, and in other times and places, presented in unit materials? Indications are that authors have presented students with much misleading and possibly damaging information about ethnic groups. For example:

...Student understanding of ethnic groups and issues is organized around artifacts and interesting 'facts', through which he is taken as a tourist and immersed within a cultural smorgasbord of things and anecdotes. He colors teepees, draws igloos, eats curried rice, makes models of villages, bakes Hutterite bread, and listens to ethnic songs. The student learns isolated details about how a minority group lives, random lists of dress and food, and highly visible objects of some culture, to emphasize trivial differences among groups, and to perpetuate stereotypes.¹⁴

These comments raise the second major concern:

2. How can the accuracy of content samples be checked? In the past teachers have dealt with the problem in a variety of ways. The following seem to be the most promising practices:
 - (a) Read widely the work of authors and the student material available in topic areas with which the unit will deal.
 - (b) Consult with individuals/groups who represent a particular ethnic, religious, political, or racial group which is being included in a unit.
 - (c) Ask an interested reference group to review the unit and comment on the appropriateness of the content.
 - (d) Indicate the sources of content samples in the unit in order that students may verify the accuracy of statements if they so wish.

B. AVAILABILITY OF RESOURCES

Probably no single factor constrains teachers as does the availability or non-availability of resources on which to base a unit. Locating materials of appropriate reading level, relevancy to the topic, and quality is a problem with no easy solution particularly for topics which have not traditionally been part of social studies programs.

To assist teachers Alberta Education has published annotated lists of materials for each grade level in *Social Studies Learning Resources Preliminary Listing, Elementary Schools* and a similar document

for the secondary schools. These materials have been thoroughly screened by a sub-committee of teachers using a standard materials evaluation model. This basic list will be modified as new materials which fit the social studies program become available. In addition to these materials teachers will need to rely on a number of other sources such as:

1. References commonly available in most classrooms or school libraries.
2. Materials from organizations which supply free or inexpensive materials related to the topic.
3. Student generated data from local sources such as surveys, interviews, and case studies.
4. Materials such as editorials, pamphlets, timetables, tax forms, mortgage agreements.
5. Local newspapers or television programs.
6. Data sources such as telephone directories, television guides, store catalogues and calendars.
7. Materials available in readers, arithmetic textbooks, music texts and other co-program materials.

An indication of the scope of materials available and their possible uses are indicated in the chart on page 31.

C. VARIETY OF RESOURCES

Learning resources are selected by teachers using a variety of criteria which usually includes:

1. Will most of the intended grade level students be able to read the material?
2. Does the material accommodate a range of student interests?
3. Does the material expose learners to a wide range of learning styles?
4. Will the materials accommodate a range of learning styles?
5. Do the materials help develop student awareness of new sources of information?
6. Will materials in a unit allow learners to explore learning resources used by historians and social scientists?

As a follow-up to (3) and (5) above teachers may want to plan into their units activities which will help learners to review materials critically. Charts such as the following may be useful.

Checking An Article

1. What is the date of the article?
2. Where was the article printed?
3. What is known about the journal or magazine?

EXAMPLES OF LEARNING ACTIVITIES IN EACH CATEGORY¹⁵

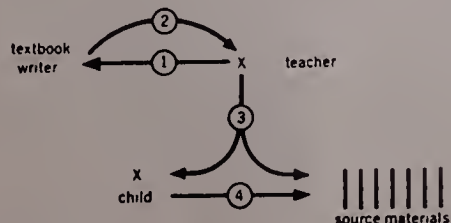
	<u>INTAKE*</u>	<u>ORGANIZATIONAL*</u>	<u>DEMONSTRATIVE*</u>	<u>CREATIVE*</u>
READING	books articles magazines newspapers dittos labels advertisements circulars pamphlets handbills posters	outlining chart-making graphing mapping time-line building diagramming arranging note-taking filing question-answering question-asking	role-playing discussing writing drawing question-asking reporting explaining analyzing generalizing building singing dancing	solving problems inventing new uses for things composing songs or poetry writing essays or stories role-creating miming painting writing fiction question-forming cartooning hypothesizing
OBSERVING (looking, watching, seeing, photographing, etc.)	experiment films slides filmstrips pictures drawings paintings photographs people buildings television	re-stating building summarizing writing identifying categorizing choosing recording experimenting ordering sorting	modeling describing debating photographing reacting story-telling preparing murals applying sketching choosing	predicting drawing singing dancing photographing building creating a mural discussing
LISTENING TO	records guest speakers lectures music debates discussions radio			
TOUCHING	objects artifacts buildings natural environment			
INTERVIEWING	speakers friends parents other adults		*Some activities legitimately fit into more than one category, depending on the purpose behind the activity.	
TASTING	foods liquids			

4. Who is the author?
5. What has the author done to make himself/herself an authority?
6. What assumptions does the author make about the topic?
7. What categories of arguments does the author use?
8. What special language does the author use?

D. ORIGINAL DATA

Indications are that it is often the textbook author who has the highly stimulating experience of sifting through diaries, old photographs, maps, interviews, editorials and other original or facsimiles of original data sources. Their major task is one of synthesizing these materials for presentation to learners.

In order that students may share in this sense of excitement and discovery in searching materials the following model has been proposed.



The teacher seeks and receives from the textbook writer ideas, concepts, and content in the textbook.

The teacher, aware of the textbook material and the process by which the generalizations were made, provides source materials that the child can interpret, and questions to which the answers can be found in the materials. The child searches for answers and builds generalizations, prompted and directed by guidance and skillful questioning.¹⁶

The following is an example of an original letter from a grandparent, used by a grade one class in a study of the pioneers. Each student had written and received from a grandparent a description of early life in Alberta. These letters were then used by the class to prepare a list of "big ideas" (generalizations) about pioneer life.

March 20, 1967

Dear Laurie:

Here is a little note telling you what days were like when Granny was a little girl like you.

I didn't start school until I was 8 years old. We lived three miles from school, so when the weather was nice we walked and stayed at home most of the winter. There was a two room school.

In winter we melted snow on the kitchen stove in a tub or boilers for our weekly washing. We would bring it in at night and by morning it was melted. We had quite a long distance to carry water and besides it was so hard. In summer we

would catch all the rain water we could. We didn't have soap and detergent that we have now, so mother made lye soap.

The family climbed into the buggy and drove into town for church service once every three weeks. That is how often the minister came to town. When the family got too large for the buggy, we had to use the wagon in summer and sleigh in winter.

Then came Christmas, lots of snow and drifts and real cold. Dad would put straw in the sleigh box to sit on and cover the top of the box with canvas. Mother and the rest of us would sit in there. We were nice and warm. Dad, of course had to sit outside and drive the horses. Then we were on our way to our Sunday School Christmas concert. We didn't have a telephone. I don't think very many had.

When I was about 12 years old we moved into town, so I went to school regularly with the rest of the kids.

There you are, Laurie dear. I hope you enjoy this letter.

Love,

Granny

IX. TEACHING/LEARNING STRATEGIES

A. COMMUNITY EXPERIENCES

Social studies materials offer many suggestions for involving students in the out-of-classroom community as an integral part of their social studies instruction. From field methods in geography to the community action required of in socially/politically oriented programs, there has been recognition that exclusively classroom-based instruction may place limitations on learners.

The difficulties of organizing programs, the problems involved in conducting such activities, and the possibilities of placing youngsters in the position of offending community sensitivities have inhibited many teachers in this area. However, the emergence of social studies programs reflecting a social political orientation has resulted in more and more teachers providing youngsters with extra-classroom activities. How to involve learners in political campaigns, community projects, volunteer services, and internships has become of increasing concern to teachers.

The list below gives some suggestions and possibilities in this area.

SOME SUGGESTED COMMUNITY ACTIVITIES

1. Prepare a school assembly to focus on a particular community issue. Invite those involved in the issue to speak.
2. Write letters to editors, aldermen, M.L.A.'s, ✓
premiers, the Prime Minister regarding an issue.

3. Develop a leaflet for circulation to parents focusing on a community issue.
4. Attend a local government meeting to hear debates on a particular issue.
5. Interview prominent decision makers with regard to their views on an issue.
6. Invite representatives from various political parties to address school classes.
7. Participate in local elections by helping a candidate, advertising election procedures, or providing babysitting services for voters.
8. Participate in community action campaigns such as garb-a-thons, united community appeals, etc.
9. Interview principals and teachers with regards to school rules related to dress, conduct and appearance.
10. Conduct a community survey on a particular issue.
11. Prepare a brief on a particular issue for presentation to a governing authority.
12. Identify community action groups and use them as case studies of political action.
13. Volunteer as a member of community service groups such as the Candy Strippers.
14. Plan and organize help programs for younger children in your school.

15. Plan programs to encourage pedestrian/
bicycle and automobile safety.

B. INSTRUCTIONAL SEQUENCES

Research into children's thinking by many investigators has resulted in specific instructional sequences being designed to achieve specific learning outcomes. Concept development, generalizing, applying generalizations, exploring feelings, inter-personal problem solving, and analysis of values strategies have been designed as a direct result of the notion that thinking is learned and can be developed through the use of particular teaching sequences.¹⁷

Predicated on questioning patterns these strategies have been expanded by others into additional models for concept attainment, comparing, contrasting, hypothesizing and justifying.

The strategies should be useful to teachers in developing the skills listed on pages 14 and 15 of the 1978 Alberta social studies curriculum guide. The following grid indicates where particular strategies seem most applicable.

These sequences make it possible for teachers to achieve the dual objectives of developing thinking skills and having learners process desired content samples. The application of some of the strategies is shown in the examples below. To illustrate the use of the strategy, sample source material has been included.

	<u>Strategy</u>
A. Identify and Focus on the Issue	Concept Development
B. Establish Research Questions and Procedures	Hypothesizing
C. Gather and Organize Data	Generalizing
D. Analyze and Evaluate Data	Comparing Concept Development Value Analysis Exploring Feelings
E. Synthesize Data	Concept Development Generalizing Concept Attainment
F. Resolve the Issue	Predicting Generalizing
G. Apply the Decision	Application of Principles
H. Evaluate the Decision, the Process, and (where pertinent) the Action	Generalizing

I. CONCEPT DEVELOPMENT STRATEGY

Source material:

THE LAND OF THE SUGAR MAPLE TREE

*Come away, come away to Canada
Where the sugar maple grows so free:
Inhale the wholesome air of freedom
And sip nectar from the sugar maple tree.*

*Our fertile land of river, lake and prairie
Is the ideal place for you and me;
Where the birds are always sweetly singing
And our British law is Liberty.*

*We have spruce and pine in good and plenty:
Elm, ash and birch grow vigorously;
But the one nearest to our loving hearts
Is the beautiful sugar maple tree.*

*The singing birds of brightest plumes
Find homes in all their branches.
You too can have a bower built
Where each one has such chances.*

*Oh we are a mighty nation
And prolific with wheat kings.
We are filled with jubilation
That wealth and comfort brings.*

Anonymous

*The Last West: The Latest Gift of the
Lady Bountiful, Department of Agriculture
pamphlet, 1906.*

Questions:

1. Make a list of the reasons the poet gives for coming to Canada.
2. Do any of these items belong together?
3. Why would you group them together?
4. What would you call these groups you have formed?
5. Could some of the items belong in more than one group?

II. INFERRING AND GENERALIZING STRATEGY

Source material:

INSPECTION OF PAUPER CHILDREN

BURTON--Mabel
From South Stoneham Union
By Hon. Mrs. Joyce
per Miss Fowler
With Alex McKee, Farmer
P.O. Seldon, Manitoba

*Age 11--good home--employed at light house-
work--health fairly good--attends Church
and School--character fairly good--no
complaints.*

*Terms: To be clothed and cared for, and \$5
per annum sent to Miss Fowler of the Girls'
Home, Winnipeg.*

She is a bright girl.

8 August 1899

JACOBS--Robert
From Wereham Union
By Canadian Catholic Emigration
Committee
With Michael Foran, Farmer
P.O. St. Anicet
Huntingdon County, Quebec

Age 14--good home--employed at farm work--
health good--attends Church--no schooling
--character good. This child is not
satisfied with his place. He says that he
is ill-treated, very often beaten, and on
one occasion lashed with a horse whip.
Mr. Foran admits the facts, and gives as
an excuse that the whippings were to
correct the boy. The child was very poorly
clad. He should be removed.

27 April 1899

PRATT--William
From Barton Regis Union
By Bristol Emigration Society
With Gabriel Joseph Warden, Farmer
P.O. Kars, King's County
New Brunswick

Age 10--splendid home--employed at farming
--health good--daily attendance at School--
character very good. Terms--adopted.

1 June 1899

HALL--Edward
From West Derby Union
By Liverpool Catholic Children's
Protective Society
With St. Vincent's Home
11 Thomas St., Montreal

Age about 7--health--weak constitution. His
body and hands are covered with sores, and
matter runs from his nose continually. I
would recommend that for the above reasons
this boy should be returned to England.

Attends Church--private lessons at the
Home--character good.

3 June 1899

Reports submitted by Inspectors of Immigrant
Children, Department of the Interior,
Immigration Branch.

NOTE: There was a happy ending, it seems, to
the Edward Hall story. An outbreak of measles
at St. Vincent's Home delayed his return to
England, and his health improved remarkably.
A childless Montreal woman took him into her
home in 1900, when he was eight years old.

Questions:

1. What differences do you see in the way
orphans were treated?

2. Why do you think this happened?

OR

How do you account for these differences?

3. What does this tell you about the life of an orphan in this period of Canadian history?

III. APPLYING GENERALIZATIONS

Source material:

NO OLD INHABITANTS TO HINDER PROGRESS

All the world is swiftly awakening to the splendid chances so freely available here. Such being the case, nothing could be more certain than that the day is near when our immigration shall no longer be counted by tens of thousands; but rather by hundreds of thousands. And there is room, and more than room, for all.

Grasp this sterling truth. Grasp it seriously--or, better still, commit it to memory--NO MAN DESERVING OF SUCCESS HAS EVER YET FAILED IN WESTERN CANADA. And nowhere in Western Canada is success so freely offered, so easily attained or so universally enjoyed as in happy, healthy, beautiful, prosperous SASKATOON, and throughout the vast and unsurpassed agricultural territory tributary thereto.

CROP FAILURE IS ENTIRELY UNKNOWN IN SASKATOON DISTRICT

It is not surprising that our farmers succeed so well: The crop never fails. Why, then, should the farmer? We have men here who have cropped the same land for as many as 24 consecutive years, threshing each time a full, fine harvest.

If a farmer here suffers crop failure, it is safe to say that the fault lies solely with himself. Crop failure can only result from laziness, carelessness or indifference to the correct and very simple methods of soil cultivation.

Saskatoon Board of Trade promotion, 1908.

Questions:

1. Suppose that there were a series of crop failures, what would happen?
2. What makes you think that would happen?
3. What would be needed for that to happen?
4. Can someone give a different idea about what would happen?
5. If, as one of you predicted, such and such happened, what do you think would happen after that?

IV. EXPLORING FEELINGS

Source material:

"STAY OUT, YOU JAPS!"

I remember when we were kids there were some restaurants we couldn't get into. The White Lunch. You take your girl downtown to a show and go in to the White Lunch for pie and coffee before taking the tram back to Steveston and the first time I did this, the man at the soup pot he waved a big spoon at us and yelled, "Stay out of here, you Japs."

That was just one restaurant. There were others. Some would just say no politely and others would yell at us. This was in 1938, 1939, in around there.

And some of the theatres downtown. They made you sit in the heavens, up in the back gallery, or over to the sides. You could never sit in the middle where the other people sat.

When we were kids we felt that, well, that's the way it was and we took it that way. If the White Lunch and other restaurants say we can't get in there; then why bother? Go someplace else. Why embarrass ourselves over it? Go somewhere else.

We could go dancing, we could go out with other people, we could enjoy ourselves in lots of ways, just like every other Canadian kid living in Vancouver, and if

a couple of guys who ran restaurants, a few who ran theatres didn't like us, well, why worry. We didn't care.

I guess we didn't think much about it. That's the way we were brought up. That's the way it was. You grow up with a thing it becomes reality, pretty fast.¹⁸

Questions:

1. What happened?
2. How do you think the author felt?
3. Why do you think he would feel that way?
4. Who has a different idea about how he felt?
5. Have you ever had something like that happen to you?
6. How did you feel?
7. Why do you think you felt that way?

V. ANALYSIS OF VALUES

Source material:

I started to break with four horses tandem and a short handled wooden beam John Deere walking plow. The land was heavy and sticky and hard to break and at times you would have to clean the mouldboard three times on the halfmile.

Nothing seemed a burden to me that summer, my boots hurt my feet walking in the furrow and

one day at noon after I got hitched up I thought I would try it in my bare feet and the cool ground felt so good that I never had my boots on again that summer when I was plowing. If I wasn't out in the field at 6 o'clock in the morning I thought the day was lost, and at night I went to bed, not tired, but wishing it was morning so that I could get up again, and I say this with all respect to the truth.

That year I got 80 acres ready for crop.

Alberta settler, 1908.

Questions:

1. What did the early settlers do?
2. What do you think were their reasons for doing what they did?
3. If you emigrated to a new land what would you do?
4. What do these reasons tell you about what was important to them?
5. What does this show about what you think is important?
6. What differences do you see in what all these people think is important?

C. QUESTIONING

Over the past twenty-five years there has been much research surrounding the questions teachers ask students.

Studies seem to indicate that certain kinds of questions demanded specific kinds of mental operations on the part of students. Surveys of social studies materials reveal that many questions are of the recall or memory type which are intellectually less demanding. Similar research seemed to indicate that teachers, too, often ask many recall or memory questions in daily interactions with children.

The result has been increased sensitivity to the kinds of questions¹⁹ posed in social studies materials. For unit planners these are important concerns. It would seem reasonable that a balance among the types of questions posed be maintained.

The following chart may be used by writers to classify the questions they pose. It should be noted that the chart may be somewhat deceiving as it gives the impression of clear-cut distinctions among question types. In actual practice there is a great deal of overlap between categories, and deciding where a particular question should be classed is often a more difficult task than one might expect.

Recalling Data	Question or instruction cues the student to respond with a descriptive statement, to use recall, to recite, enumerate, list. For example: "Name the prime ministers of Canada;" or "Who invented the telephone?"
Processing Data	Question or direction cues the student to use data to show relationships or cause and effect; to synthesize, classify, analyze, compare, contrast data. For example: "Compare the methods of establishing ward systems in Edmonton and Montreal." "Why is Riel considered by some to be a traitor?"
Application	Question directs the student to respond by predicting, theorizing, or applying a principle in a new situation; to do divergent thinking. For example: "What would happen if northern Canadians all had access to all-weather roads?" "What do you think would happen if Alberta were to separate from the rest of Canada?"

D. STUDENT PLANNING

Unit planning was originally intended to provide opportunities for teachers and learners to exercise cooperative planning in the development of an area of study. Children, it was argued, would be given some scope for planning their own program using the unit plan method.

It would appear that the case originally advanced to encourage student participation in planning is even more valid today. This is especially true when one examines the rationale set forth for the 1978 Alberta social studies program. The program follows a trend toward social-politico orientations for social studies. As such it is predicated on high levels of student involvement at all stages of planning and development.

A number of techniques have been used to involve students in planning, such as:

1. Sending a copy of the unit plan topics home with each student and inviting parent/student input into the plan.
2. Having students write down what they want to learn about the topic and incorporating these concerns into the unit plan.
3. Assigning topics to groups of students and making them responsible for completing the topic plan.
4. Involving students in planning for social action projects.
5. Conducting interest inventories to determine student concerns prior to unit selection.

The implications for unit developers seem to be apparent. If we believe that students will be more interested in, work harder on, enjoy more, find more valuable, feel more self-satisfaction with, and learn more of units which are, at least in part, of their own making, then there should be

a conscious effort to incorporate into units sequences which will facilitate pupil planning and participation.

E. RESEARCH METHODS

The influence of the sixties on the approach to social studies instruction has been profound. Methodologically, for example, it was proposed that students learn to work in the ways of the academic scholars. The result was an expansion of the ways of knowing in which learners were engaged. It also opened for discussion the taken-for-granted notions embodied in various approaches to knowledge building.

The chart below very briefly summarizes some of the dominant research methods in various social science disciplines. Teachers may find these useful as they select appropriate research strategies for learner use.

SOCIOLOGY	Questionnaires
	Interviews
	Field observation
	Projective tests
	Case studies
	Controlled experimentation

POLITICAL	Interviews
SCIENCE	Surveys
	Content analysis
	Experiments
	Case studies
	Laboratory simulations

GEOGRAPHY	Field studies
	Mapping

ANTHROPOLOGY	Participant observation
	Case studies

PSYCHOLOGY	Sample surveys
	Experiments
	Observation
	Interviews

X. EVALUATING PROGRESS

Assessing student growth has been a difficult task for many social studies teachers for a number of reasons:

1. the field is plagued by grandiose and massive lists of objectives;
2. the kinds of objectives held to be important are often difficult to evaluate; and
3. the standardized tests used in other program areas such as reading are not available.

In many cases classroom teachers tend to rely on tests of factual material, notebooks, research reports, and essays as sources for arriving at grades and guiding student learning.

There appears to be a need for units to include means whereby everyday activities may be assessed with the emphasis on the qualitative aspects of student performance. The following guidelines for evaluation activities to be included in units are suggested:

1. Extensive use of checklists should be made.
2. Teachers should be encouraged to assess individual and small groups of students on particular criteria.
3. Assessment should attempt to build individual student profiles indicating changes in the quality of responses over time.
4. Students should be encouraged to help develop cooperatively, with the teacher, criteria for

assessing activities.

5. Suggested criteria for assessing activities should be included in units.

Sample Checklists

CHECKING REPORTS	Student Names			
	Linda	Chad	Carol	Bill
1. How many ideas have been included?				
2. Have important rather than trivial ideas been included?				
3. Is the language that of the writer?				
4. Does the report have a title?				
5. Is there a beginning and an ending sentence?				
6. Has a listening guide been prepared?				
7. Have the references used been listed?				

CHECKING MURALS	Group #1	Group #2	Group #3	Group #4
1. How many human activities may be counted?				
2. Are the illustrations accurate?				
3. Are the people doing things?				
4. Are the activities depicted important to the topic?				
5. Has overlapping been used to show depth?				
6. Has black outlining been used to provide contrast?				
7. Has colour been used to highlight activities?				

SOCIAL ACTION PROPOSALS	Group #1	Group #2	Group #3	Group #4
1. Is the proposal acceptable within the school?				
2. Is the proposal possible in terms of resources?				
3. Is the proposal feasible in terms of time?				
4. Is the proposal likely to result in the desired change?				
5. Does the proposal have negative human consequences?				

VALUE ANALYSIS	Student Names			
	Linda	Chad	Carol	Bill
1. Does the student express worry or concern about the people involved?				
2. Does the student apply rules with a view to the human consequences?				
3. Does the student refuse to come to grips with the human concerns?				
4. Does the student reject cruel or harsh responses to human problems?				

XI. VIEW OF REALITY

As learners and teachers engage in a unit of study they are in the process of shaping the students' view of reality. For, embodied in any unit, is a view of man and the social world. Making explicit this perspective or window on reality is a conscious raising activity which is important both to students and teachers.

By identifying these views we are more likely to avoid the unwitting support of views which may be considered contrary to human interests.

The broad questions that may be posed to help identify the taken-for-granted aspects of a unit include:²⁰

1. How does the unit present humans?
 - (a) Are they controlled by the environment?
 - (b) Are they in control of the environment?
2. How does the unit treat learners?
 - (a) Does it control their knowledge base?
 - (b) Does it control their view of knowledge?
 - (c) Does it control their ways of knowing?

It has been indicated, for example, that social studies units promote a number of taken-for-granted myths such as:

1. The potential for people to dominate the environment is unlimited.

2. That science and technology are the keys that will give people control over the world.
3. That competition among all parts of the economic system serves the common good.
4. That nationalism is a positive force in human affairs.
5. That progress is firmly linked to the material world.

To help in avoiding views which are ultimately dehumanizing six more specific questions which unit developers might consider are:

1. Are questions/examples included which connect students' experiences and the unit concepts?
2. Does the unit include students' current experiences which relate to the unit concepts?
3. Is the social context of the students' experiences explicit?
4. Is the historical context of the students' experiences analyzed?
5. Are comparisons with similar experiences in other cultures undertaken?
6. Are opportunities for students to consider the future implications of their experiences included?

XII. PLANNER'S EVALUATION

I consider that in planning my unit I have:

	Yes	No	Partly
SELECTING A FRAMEWORK			
Clearly developed a teaching unit.			
Followed one format.			
Selected an issue of interest to my class.			
Outlined concepts and generalizations to be developed.			
Listed the skills to be learned.			
Outlined the values supported in the unit.			
CONTENT CHOSEN			
Included content which			
develops each objective.			
relates directly to the topic.			
is significant.			

	Yes	No	Partly
develops one or more objectives.			
Included a study of current affairs.			
Selected content with a view to what children already know.			
CHECKING CONTENT			
Included the major views on the issue.			
Avoided material which stereotypes individuals or groups of people.			
Chosen material which is readable.			
Used sources which are reliable.			
OBTAINING RESOURCES			
Used available materials.			
Used a variety of resources.			
Included original or facsimile documents.			

	Yes	No	Partly
TEACHING/LEARNING STRATEGIES			
Included out-of-school community experiences.			
Selected specific teaching/learning strategies to use.			
Included questions at different difficulty levels.			
Provided for student participation in planning.			
Used methods from the social sciences.			
EVALUATING PROGRESS			
Included plans for individual and group evaluation.			
Helped students examine the assumptions in the unit.			

XIII. FOOTNOTES

- ¹Joyce, Bruce R. *Strategies for Elementary Social Science Education*. Chicago: S.R.A., 1965.
- ²Goldmark, Bernice. *Social Studies: A Method of Inquiry*. (Belmont, California: Wadsworth, 1968.)
- ³Banks, James with Ambrose A. Clegg, Jr. *Teaching Strategies for the Social Studies*. (Don Mills: Addison-Wesley, 1977), pp. 165-166.
- ⁴Banks, James with Ambrose A. Clegg, Jr. *Teaching Strategies for the Social Studies*. (Don Mills: Addison-Wesley, 1972), p. 183.
- ⁵Cassidy, E.W. and D. Kurfman. "Decision Making as Purpose and Process". In D.G. Kurfman (ed.) *Developing Decision Making Skills*. 47th Yearbook. National Council for the Social Studies. Washington, 1977.
- ⁶Chamberlin, E.W. and D. Massey. "Selecting Social Action Unit Titles": *Elements*. Vol. VI, No. 1, September 1974.
- ⁷Rokeach, M. *Beliefs, Attitudes and Values*. San Francisco: Jossey-Bass, 1968.
- ⁸Taba, Hilda, Mary Durkin, Jack Fraenkel, and Anthony McNaughton. *A Teacher's Handbook to Elementary Social Studies*. (Don Mills: Addison-Wesley, 1971.)
- ⁹Whelan, Sallie. "Peoria and the World" and "(Your Town) and The World", *Social Education*. Vol. 41, No. 1, January 1977.
- ¹⁰Goldmark, Bernice. *Social Studies: A Method of Inquiry*. (Belmont, California: Wadsworth, 1968.)
- ¹¹*Equal Treatment of the Sexes Guidelines for Educational Materials*. (Mimeo) Victoria: Provincial Advisory Committee on Sex Discrimination, British Columbia Department of Education, no date given.
- ¹²Nova Scotia Human Rights Commission. *Textbook Analysis, Nova Scotia*. Halifax, 1974, p. 6.
- ¹³Fry, E. "A Readability Formula That Saves Time," *Journal of Reading*, April 1968.
- ¹⁴Aoki, T., W. Werner, and B. Connors. *Whose Culture: Whose Heritage*. Vancouver, B.C.: University of British Columbia, 1977.
- ¹⁵Fraenkel, Jack R. *Helping Students Think and Value*. Englewood Cliffs, N.J.: Prentice-Hall, 1973.
- ¹⁶Moore, E. and E. Owen. *Teaching the Subjects in the Social Studies*. Toronto: Macmillan, 1966.

- ¹⁷Taba, Hilda, Mary Durkin, Jack Fraenkel, and Anthony McNaughton. *A Teacher's Handbook to Elementary Social Studies*. (Don Mills: Addison-Wesley, 1971.)
- ¹⁸Broadfoot, Barry. *Years of Sorrow: Years of Shame*. Doubleday, 1977.
- ¹⁹Minnis, D.L. and K. Shrable. *Improving Questioning Strategies, Teacher's Manual*. San Anselmo, California: Search Models Unlimited, 1970.
- ²⁰Bowers, C.A. "Curriculum and Our Technocracy Culture: The Problem of Reform," *Teachers' College Record*. Vol. 78, No. 1, September 1976.

XIV. REFERENCES

- Alberta Government. *Report of the Commission on Educational Planning*. Edmonton: Queen's Printer, 1972.
- Aoki, T., W. Werner, and B. Connors. *Whose Culture: Whose Heritage*. Vancouver, B.C.: University of British Columbia, 1977.
- Banks, James with Ambrose A. Clegg, Jr. *Teaching Strategies for the Social Studies*. (Don Mills: Addison-Wesley, 1977), pp. 165-166.
- Bloom, Benjamin (ed.). *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. (New York: David McKay Co., 1956).
- Bowers, C.A. "Curriculum and our Technocracy Culture: The Problem of Reform," *Teachers' College Record*. Vol. 78, No. 1, September 1976.
- Broadfoot, Barry. *Years of Sorrow: Years of Shame*. Doubleday, 1977.
- Cassidy, E.W. and D. Kurfman. "Decision Making as Purpose and Process." In D.G. Kurfman (ed.). *Developing Decision Making Skills*. 47th Yearbook. National Council for the Social Studies. Washington, 1977.
- Chamberlin, C. and D. Massey. "Selecting Social Action Unit Titles," *Elements*. Vol. VI, No. 1, September 1974.
- Chamberlin, C., D. Massey and G. Robert. *Essentially Yours*. A series of thirteen telecasts with accompanying program guides. Edmonton: Metropolitan Edmonton Educational Television Association, 1974.
- Chamberlin, C., D. Massey and G. Robert. *Essentially Yours*. Program Guide for the video-tape series. Edmonton: Metropolitan Edmonton Educational Television Association, 1974.
- Commission on Educational Planning. *A Future of Choices - A Choice of Futures*. (Edmonton: Queen's Printer, 1972).
- Cormstock, G. "The Second Teacher: Recent Research on Television," *National Elementary Principal*. Vol. 56, No. 3, January/February 1977.
- Downey, L.W. Research Associates. *A Report of an Assessment: The Social Studies in Alberta*. Edmonton: Alberta Education, 1975.
- Durkin, Mary C. *The Tabla Social Studies Curriculum - Grade One - The Family*. Menlo Park, California: Addison-Wesley, 1969.
- Edmonton Public School Board. *Teachers' Resource Units Grades 1-6*. Edmonton, 1963.
- Engle, Shirley H. and Wilma Longstreet. *A Design For Social Education in the Open Curriculum*. New York: Harper and Row, 1972.

- Equal Treatment of the Sexes Guidelines for Educational Materials.* (Mimeo) Victoria: Provincial Advisory Committee on Sex Discrimination, British Columbia Department of Education, no date given.
- Estvan, Frank J. *Social Studies in a Changing World: Curriculum and Instruction.* New York: Harcourt, Brace and World, 1968.
- Fraenkel, Jack R. *Helping Students Think and Value.* Englewood Cliffs, N.J.: Prentice-Hall, 1973.
- Fry, E. "A Readability Formula That Saves Time," *Journal of Reading.* April, 1968.
- Goldmark, Bernice. *Social Studies: A Method of Inquiry.* (Belmont, California: Wadsworth, 1968.)
- Government of Canada. *The Last West: The Latest Gift of the Lady Bountiful.* Ottawa, 1906.
- Habermas, J. *Knowledge and Human Interests.* Boston: Beacon Press, 1971.
- Habermas, J. "Science and Technology as Ideology," *Sociology of Science.* B. Barnes (ed.) Middlesex, England: Penguin Books, 1972.
- Hodgetts, A.B., R. Bowles, and G.S. Tomkins. *Canadian Studies.* Ontario Teachers' Federation Occasional Papers. Toronto: 1974.
- Jarolimek, J. *Social Studies in Elementary Education.* 4th Edition, Toronto: Macmillan, 1971.
- Jarolimek, J. and Foster, C. "Quantitative Concepts in Fifth-Grade Social Studies Textbooks," *The Elementary School Journal.* Vol. 59, pp. 437-42, May 1959.
- Joyce, Bruce R. *Strategies for Elementary Social Science Education.* Chicago: S.R.A., 1965.
- Kaltsounis, E. "A Study Concerning Third Graders' Knowledge of Social Studies Content Prior to Instruction," *The Journal of Educational Research.* Vol. 57, (March 1964), pp. 345-349.
- Minnis, D.L. and K. Shrable. *Improving Questioning Strategies Teacher's Manual.* San Anselmo, California: Search Models Unlimited, 1970.
- Moore, E. and E. Owen. *Teaching the Subjects in the Social Studies.* Toronto: Macmillan, 1966.
- Nova Scotia Human Rights Commission. *Textbook Analysis, Nova Scotia.* Halifax, 1974, p. 6.
- Orlovsky, Donald E. and B.O. Smith. "Educational Change: Its Origins and Characteristics," *Phi Delta Kappan.* 53:412-14, March 1972.
- Owen, James. "A Study of Second Grade Children's Knowledge of Social Studies Prior to Instruction." (Unpublished doctoral dissertation.) University of Kansas, 1970.

Price, Roy, G. Smith and W. Hickman. *Major Concepts for the Social Studies, the Social Studies Curriculum Center: A Progress Report*. Syracuse, New York: Syracuse University, 1965.

Rokeach, M. *Beliefs, Attitudes and Values*. San Francisco: Jossey-Bass, 1968.

Rokeach, M. *The Open and Closed Mind*. New York: Basic Books, 1960.

Taba, Hilda, Mary Durkin, Jack Fraenkel, and Anthony McNaughton. *A Teacher's Handbook to Elementary Social Studies*. (Don Mills: Addison-Wesley, 1971.)

Tanck, Marlin L. "Teaching Concepts, Generalizations, and Constructs." In D.M. Fraser (ed), *Social Studies Curriculum Development: Prospects and Problems*. 39th Yearbook, National Council for the Social Studies. Washington, 1969.

Whelan, Sallie. "Peoria and The World" and "(Your Town) and The World", *Social Education*. Vol. 41, No. 1, January 1977.

Unit Structure and Organization

GRADE 12

KANATA KIT

Unit Format	Process of Inquiry	Activities	Questions Guiding Inquiry
PART I OPENER Awareness Focus on major value issue	Awareness Focus on major value issue Identify issue Develop research questions	1. Simulation Game: Starpower 2. Dilemma: Where There Is a Pipe, There Is Smoke 3. The Exercise of Power in Canada	What should be the role of the individual in the exercise of power in Canadian society? What is power? What forms does it take? How is power currently exercised in Canada and for whose benefit? Is there a relationship between power and money? Is economic power in Canada excessively concentrated? What role does the media play in the power structure? Are there alternative goals that the exercise of power should be directed toward? What alternatives should an individual choose? What can individuals do to advance their own interests best and to achieve their goals? What courses of action should be chosen?
PART II RESEARCH What is What should be	Research Assemble evidence Evaluate evidence	Power in a Free Society 1. Consumer and Corporate Power in Canada Today 2. Is Power Excessively Concentrated in Canada Today? 3. The Political Influence of Money 4. The Power of Organized Labour 5. Politics and the Media 6. Alternative Futures	To what extent does consumer sovereignty prevail in the Canadian market system? To what extent does corporate decision-making affect the lives of individuals? Is power excessively concentrated in Canada? Is there a power elite in Canada? To what extent is wealth and corporate decision-making ability concentrated? Who makes corporate decisions? Do businessmen have too much power? Should the government act to reduce the degree of concentration of corporate decision-making? To what extent do government policies reflect the interests of the business world? Is Parliament controlled by an elite? Should there be limits on corporate donations to political parties? What is the nature and extent of the power of organized labour in Canada? Is the power of organized labour excessive? Is the concentration of ownership of the media detrimental to freedom of the press? What changes in society should be brought about in order to satisfy basic human needs better? What implications would such changes have for the ways in which power is held and exercised in Canada? What basic human needs should we strive to satisfy? Are these needs being adequately met in today's society?

GRADE 2 — TOPIC C

FLOW CHART OF UNIT STRUCTURE

A. OPENER — FOCUS ON THE ISSUE

What basic needs do all people have?
What services and facilities could be planned into a community to meet these needs?
Should some services be provided in all communities?



B. ESTABLISH RESEARCH QUESTIONS AND PROCEDURES

1. The class formulates research questions to apply to selected world communities to determine what services and facilities are available and how they are planned for in the community.
2. Ways to get answers to research questions are suggested by students.



C. GATHER AND ORGANIZE DATA

1. Read the prepared story, map, and any other resources identified for each community case study to answer the research questions.
2. Record answers for research questions on a retrieval chart.



D. ANALYZE AND EVALUATE DATA

Why is the community planned this way? What does this tell you about what is important to the people?



E. SYNTHESIZE DATA

Compare answers on the retrieval chart for the different communities to bring out the concepts and generalizations, e.g., how many of the communities have houses? Are the houses the same?

F. RESOLVE THE ISSUE

1. Discuss suitability of facilities and services found in the local community to other communities with different environments and cultures.
2. Individually complete a checklist on facilities and services that should be provided in all communities.



G. APPLY THE DECISION

1. If desirable and feasible, plan and carry out a needed service in the local community.
2. As a class, react to new subdivision plans.



H. EVALUATE THE PROCESS

1. How did we study this unit?
2. Which parts of the unit were interesting and informative?

DATE DUE SLIP

DUE EDUC OCT 18 '85	MAR 03 RETURN
OCT 18 RETURN	DUE EDUC APR 04 '88
DUE EDUC JAN 17 '86	MAR 31 RETURN
RE JAN 14 RETURN	DUE EDUC APR 05 '89
DUE EDUC FEB 05 '86	DUE EDUC APR 13 '89
DUE EDUC FEB 13 '86	DUE EDUC APR 20 '89
OCT FEB 14 RETURN	APR 17 RETURN
DUE EDUC OCT 13 '87	APR 27 '92
OCT 13 RETURN	MAY 15 1992 RETURN
DUE EDUC NOV 05 '87	
NOV 10 RETURN	
DUE EDUC JAN 26 '88	FEB 10 RETURN
JAN 21 RETURN	
DUE EDUC FEB 01 '88	
JAN 25 RETURN	
DUE EDUC SEP 21 '84	MAR 12 RETURN
F255 RE-APPN MAR 10 '81	FEB 15 '82

JUN 20 1980

LB 1584-5 C2 567 1979 GR-1-12
HDBK- C-5
SOCIAL STUDIES TEACHING UNIT
PROJECT A PROJECT IN SUPPORT OF
39561692 CURR



"000018628602"

LB 1584.5 C2 S67 1979
[gr.1-12 hdbk.] C. 5
Social studies teaching unit
project :
39561692 CURR

FC

